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ABSTRACT

The purpose of this guide is to assist Latin and English teachers with some background in Latin to expand the English vocabulary and reading skills of students through the study of Latin roots, prefixes, and suffixes. The introductory material in the guide provides general notes on the teaching of Latin in the Philadelphia School District, suggestions for scheduling and staffing the Latin classes, an outline of the organization of each lesson, some general hints to the teacher, and an overview of the material to be taught in the unit. The 13 lessons are designed also to familiarize the students with aspects of classical culture, specifically Latin utterances connected with the signs of the Zodiac, and the mythological sources of scientific information related to the Zodiac. Elements of basic Latin grammar, particularly the structural concept of subject-object-verb, and vocabulary building exercises are introduced in an audiolingual approach. Each lesson details the objectives, and includes class activities, review exercises, explanations, and word games. The final section of the guide consists of a number of pen-and-ink drawings suitable for mounting. (AMH)

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STAR TREK WITH LATIN

TEACHER'S GUIDE

Tentative Edition

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FOREWORD

This guide is intended to assist Latin teachers and English teachers with background in Latin to expand the English vocabulary and reading skills of pupils through the study of Latin roots, prefixes and suffixes.

Recent research in various parts of the country has shown the significantly positive effect of the study of Latin on the vocabulary and reading skills of pupils of all backgrounds and abilities. Over 65% of the words in English come from Latin either directly or indirectly, including most literary and scientific terminology. Latin roots, prefixes, and suffixes provide the key to unlocking the meanings of these words. In addition, the inflected nature of the Latin language affords pupils the opportunity to acquire a linguistic perspective that is helpful in learning English.

This guide also is designed to familiarize pupils with aspects of classical culture and its impact; to introduce orally some basic Latin; and to stimulate interest in the study of languages and the Humanities in general.

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Pierre St. Germain , Illustrator for the Division of Foreign Language Education, did the art work for this publication.

INTRODUCTION

I. GENERAL NOTES ON TEACHING LATIN IN THE PHILADELPHIA SCHOOL DISTRICT

The major goals for the teaching of Latin in The School District of Philadelphia have been stated as follows by the Latin and Greek Curriculum Committee and the K-12 Foreign Language Curriculum Committee:

1. To teach pupils to understand, speak, read, and write Latin within an appropriate cultural context.

2. To widen the cultural horizons of the pupils, especially through comparing the classical past with our own world and through showing the relationship between our world and that of the ancient people.

3. To extend the verbal functioning of the pupils in English, especially through vocabulary building based on Latin roots and affixes.

4. To foster interest in the study of classical and modern languages and the Humanities in general.

Other goals are:

1. To develop an appreciation of the relationship between Latin and other foreign languages, especially the Romance languages.

2. To improve the self-concept of pupils by giving them the opportunity to study a subject area with which they might not otherwise identify.

To aid in the accomplishment of these goals certain basic principles have been postulated regarding Latin instruction. These principles, together with the goals listed above, constitute School District policy on Latin instruction.

1. Latin programs must be geared to the needs of all children -- not just the academically talented or the college bound.

2. Latin teaching must be multisensory, lively, dramatic, enthusiastic, and creative. Pupils must be fully involved in the learning process.

3. Aural-oral work must be emphasized since this tends to heighten student interest and leads ultimately to a more natural and facile reading ability. Listening and speaking should always precede reading and writing.

4. Emphasis should be given to usage and to practice in the structure of the language as opposed to minute grammatical analysis.

5. Extending the English verbal functioning of pupils, especially by relating English words to their Latin roots and affixes, should form a major part of the Latin program. Attention should be given to contrastive study of the structures of Latin and English.

6. Comparing and contrasting classical culture with our own and tracing the influence of the past on the present should be emphasized.

II UTILIZATION OF THE GUIDE

A. Scheduling

This guide may form part of a minicourse or "course-within-a-course" on Word Power through Latin. The scheduling patterns that may be used for such a minicourse or "course-within-a-course" are very flexible; some workable possibilities include:

- one class period (circa 45 minutes) per week for an entire school year devoted to Word Power through Latin
- two class periods per week for a semester devoted to Word Power through Latin
- five class periods per week for one or two months devoted to Word Power through Latin
- a portion of almost every class period (e.g. 20 minutes) for an entire school year devoted to Word Power through Latin

The guide may also form part of the basis of a completely separate course (either a major or minor) called Word Power through Latin.

The guide may be used with pupils in grades 7-12 who have not necessarily studied any Latin previously. It may be used with pupils of all backgrounds and abilities.

B. Staffing

The guide may be used by a Latin teacher as part of a Latin course.

An English (or Reading or Language Arts) teacher with some background in Latin could also utilize the guide as part of the English course. Conceivably teachers in other fields may find the guide useful. Secondary school English teachers who are participants in the Language Arts through Latin project receive supportive help from the Division of Foreign Language Education. Secondary School English teachers who are not already participants in the Language Arts through Latin project and who wish to use this guide with their classes are urged to join the project. For details contact the Division of Foreign Language Education.

C. Articulation with Other Materials

This guide is part of a group of curriculum materials designed to build the English vocabulary and reading skills of secondary school pupils. The guide may be used before or after the other components of the group or completely independently of them. To date the following materials have appeared:

- Word Power through Latin: A Curriculum Resource
- The Numbers in Latin
- Star Trek with Latin
- Greco-Roman Sports and Games
- Latin the Language of Health Sciences

A guide on Legal Latin is also being planned. The teacher who uses this guide should also be aware of portions of the elementary school Latin curriculum materials which deal with English vocabulary development. These include:

- Look for the Latin Word: A Gamebook on English Derivatives and Cognates to Accompany How the Romans Lived and Spoke
- Latin the Key to English Vocabulary: A Gamebook on English Derivatives and Cognates to Accompany Voces de Olympo

With adaptations it is possible to use the above listed elementary school materials with secondary school pupils just as parts of the secondary school Word Power through Latin materials may be adopted to elementary school pupils.

D. Organization of Each Lesson or "Lectio"

Each lesson is conceived of as approximately 45 minutes of instruction for an average secondary school class. Naturally some classes will require more time and some less. In general thorough mastery of what is covered is preferable to simply "covering" material without mastery.

Each lesson specifies what can be taught (objectives) and how to teach it (activities). In a way the teacher is provided with a step-by-step recipe for accomplishing the objectives of each lesson. The teacher at first may wish to follow the "recipe" very closely. Later, of course, adaptations in the activities (and in the objectives of the lessons) may be made. All adaptations, however, should be made within the framework of the general notes on teaching Latin in the Philadelphia School District given

at the beginning of this introduction.

Latin utterances (quotations, dialogues, phrases) appearing in the guide are to be introduced orally. Teachers should let the pupils hear these utterances and then have them repeat them chorally and individually. Reading and writing these utterances should come only as a third and fourth step after understanding and speaking. In other words a strict four skills or audio-lingual or aural-oral-lecto-graphical approach is envisioned.

The same audio-lingual approach is to be used for the teaching of English derivatives and cognates. Hearing and speaking should always precede reading and writing.

Wordgames which are included in the guide in general should be reproduced so that each pupil receives a copy. Due to shortages in paper and breakdowns in duplicating machines in the schools, teachers may prefer to treat the copies of the wordgames as non-consumable items.

The guide ends with a unit review which enables the teacher to gauge how well pupils have mastered the content.

E. General Hints to the Teacher

The following list of helpful hints for using this guide was drawn up as a result of field testing:

1. Be sure to adhere to the audio-lingual approach. Presenting the four language skills (listening comprehension, speaking, reading, and writing) distinctly and in proper order will provide required re-entry for pupils. It is also a more natural way to acquire knowledge of a first or second language.

2. Be sure to appeal to as many of the senses of pupils as possible. A talking teacher is not enough --- no matter how engaging or interesting. Use visual cues (where appropriate), charts, the chalkboard, and other realia. Get the pupils physically involved in the learning process as much as possible.

3. Be enthusiastic about your subject! Your enthusiasm will be contagious!

4. Get the pupils involved in enrichment projects of various kinds. Pupils can be asked to make posters illustrating etymological relationships or illustrating quotations and proverbs introduced in the course of the unit or illustrating cultural concepts.

5. Give emphasis to the <u>usage</u> of new English derivatives and cognates. Get the pupils using the derivatives and cognates in sentences.

6. Relate what is taught in the Word Power through Latin unit to the rest of the curriculum whenever appropriate. Invite pupils to use etymological principles, for example, in learning new vocabulary in any subject. Encourage them to become aware of the impact of the classical heritage in such areas as art, literature, music, history, and science.

7. Be sure to intersperse choral and individual response in your teaching. Pupils need the practice and security that choral response and repetition provide. They also need to be heard individually so that the teacher can assess their efforts and provide individualized help.

8. Be sure that material placed on and copied from the chalkboard is accurate. Teachers should supervise carefully the transcription of material by pupils.

F. An Overview of the Material To Be Taught in This Unit

1. Latin utterances connected with the signs of the Zodiac
2. Mythological and scientific information related to the Zodiac
3. An appreciation of the use of Latin in astronomy
4. The structural concepts subject-object-verb
5. English derivatives and cognates connected with Latin utterances

LESSONS FOR STAR TREK WITH LATIN

Lectio 1

Objectives

1. To teach the following Latin utterances orally:

Salvete, discipuli!		Hello, boys and girls!	
Salve, Magister (-tra) _____		Hello Mr. (Ms.) _____	
Quis est?	Aries est.	What is this?	This is a ram.
	Taurus est.		This is a bull.
	Cancer est.		This is a crab.
	Virgo est.		This is a maiden.
	Leo est.		This is a lion.
	Aquarius est.		This is a waterbearer.
	Scorpio est.		This is a scorpion.
	Sagittarius est.		This is an archer.
	Capricornus est.		This is a goat.
Quid est?	Libra est.		This is a scale.

2. To teach the astronomical significance of the signs of the Zodiac and to acquaint students with their effects on present day living

Activities

1. After the class is completely quiet, say in a soft tone of voice Salvete, discipuli! Some pupils who have had Latin before may be able to answer Salve, Magister! If they can't or don't answer, you say Salve, Magister! and indicate with hand gestures that you want them to say this. Practice the Salvete discipuli!/Salve, Magister! exchange several times. Do not use English at this point.

2. Showing appropriate visual cues say the utterances Aries est, Taurus est etc. Have pupils repeat chorally each utterance several times. Then say Quis est? and elicit the utterance. Be sure that pupils do not anglicize the pronunciation of such Latin words as cancer, leo, and aries.

3. After pupils have practiced the utterances chorally several times ask individual pupils the question. Individual questioning should be rapid-fire and scattered throughout the room. Looking at one child and calling on another is a good practice. If a student misses an answer or gives a weak response, have the whole group repeat the correct answer after you - perhaps using the Latin direction Omnes, repetite!

4. Ask the students if they ever heard of the signs of the Zodiac. Have them echo the word Zodiac several times. Explain that the Zodiac is an arrangement of star groups encircling the heavens. It is divided into 12 parts called the signs of the Zodiac. Each star group or sign takes its name from the Latin word which describes the shape of the star group. For example, the group which resembles a ram is called Aries in Latin. Explain that we call the ram Aries (Eh rees) in English. You might also tell the children that Zodiac comes from the Greek word ζῷα ("animal"). Have them say the Greek word and then write it on the board. Explain that

the Latin dialogue they were learning at the beginning of the period included the names of some of the signs of the Zodiac and that they will be learning more about these and the other signs of the Zodiac in the near future. In other words the class is going to take a star trek across the sky.

5. Rapidly review chorally the Latin dialogue

6. Distribute in rexographed form the following quiz and have children work on it for the remainder of the period. If there was no opportunity to rexograph put this quiz on the board. Collect and check the quiz.

   A. The Zodiac is an arrangement of s_____ groups encircling the heavens.

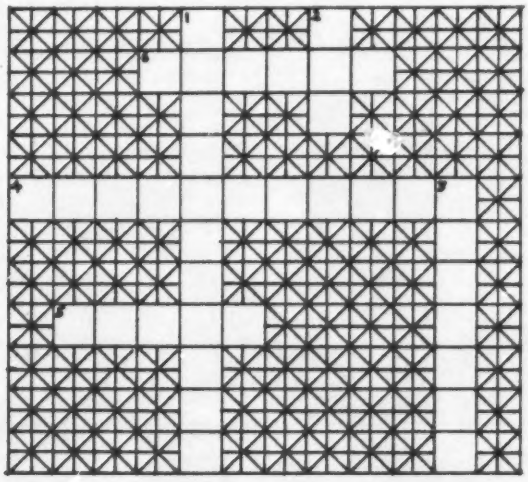
   B. Each star group takes its name from the L_____ word which describes.

   C. The star group Aries has the shape of a r_____.

   D. The total number of star groups in the Zodiac is t_____.

   E. The word Zodiac comes from the Greek word for a_____.

   F. Solve this crossword puzzle:



Down

1. Archer
2. lion
3. Scorpion

Across

4. goal
5. scale
6. crab

Lectio 2

Objectives

1. To teach the following Latin utterances orally:

Qui sunt? Gemini sunt. Pisces sunt. Quid est signum tuum?	What are these? These are twins These are fish What is your sign?
Signum meum est _____. (Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricornus, Aquarius, Pisces)	My sign is_____

2. To introduce the reading and writing of the names of the signs of the Zodiac

Activities

1. Using the appropriate cue cards introduce the utterances Gemini Sunt and Pisces Sunt in the usual fashion.

2. Write your birthday on the board (month and day will do!) With appropriate gestures tell the class Signum meum est e.g., Aries. If you don't know your sign, find it on the following chart:

Aries	- March 22 to April 20	Libra	- September 24 to October 23
Taurus	- April 21 to May 21	Scorpius	- October 24 to November 22
Gemini	- May 22 to June 22	Sagittarius	- November 23 to December 22
Cancer	- June 23 to July 23	Capricornus	- December 23 to January 19
Leo	- July 24 to August 23	Aquarius	- January 20 to February 19
Virgo	- August 24 to September 23	Pisces	- February 20 to March 21

Have the pupils write their birthdates in big letters on a piece of paper. Ask Quid est signum tuum? and supply the answer. Have the pupil repeat. Then have the name of the sign only. For example:

Teacher to pupil: Quid est signum tuum?
Teacher: Signum meum est Aries.
Pupil : Signum meum est Aries.
Teacher: Omnes repetite: Aries
Class : Aries

Continue this process until all signs have been covered at least once.

3. Ask pupils to take out pencil and paper.

Write the names of the signs on the board and have them copied. Ask the pupils to draw their own conception of each sign or to write a description of each sign. If necessary the cue cards may be used for reference.

Lectio 3

Objectives

1. To teach the following Latin song orally: (to the tune of "My Dog's Better Than Your Dog")

> Signum meum est Aries*
> Signum meum est Aries
> Signum meum est, Signum meum est,
> Signum meum est Aries

*Other sign names are substituted as appropriate.

2. To aquaint pupils with some of the mythological background on the signs Aries and Taurus

Activities

1. Sing Signum Meum Est song several times using different signs. Have pupils join in singing. Vary the volume and tempo of the singing by using such directions as: Magna voce!, Submissa Voce!, Lente!, Celeriter!

2. Tell the pupils that several of the signs of the Zodiac are associated with myths. Tell the pupils that they will now read a little about these myths. Hand out the following material. Have pupils read this in silence and answer the questions. With classes that have difficulty with reading the teacher may read through the material once while the pupils follow along. In general collect the material at the end of class. Answers to questions should be written on separate paper and checked by the teacher. The teacher might wish to refer to Edith Hamilton Mythology, New American Library, New York, 1940 for further details.

Aries the Ram

Once there was a man named Phrixus who had been condemned to death for a crime he never committed. A golden ram appeared on the scene and rescued him. He and his sister Helle rode away on the back of the ram, but Helle got dizzy and fell off the ram into the sea which separates Europe and Asia. Even today that part of the sea is called the Hellespont.

Phrixus, however, reached safety. He decided to sacrifice the golden ram to Jupiter, King of the gods. Jupiter was pleased and placed the likeness of the ram in the stars.

Many years later the ram's fleece became famous. The hero Jason set out to capture the Golden Fleece.

Taurus the Bull

Jupiter, the king of the gods, fell in love with a woman named Europa. He disguised himself as a bull and carried her off. The continent of Europe was named for this woman. When Jupiter changed back into his normal form, he placed the likeness of the bull in the heavens.

Copy and fill in the following statements based on your reading:

1. Phrixus was rescued by _____ _____ _____.
2. The sister of Phrixus was named _____.
3. The Hellespont is named for Helle and is a part of the sea separating _____ from _____.
4. When Phrixus reached safety he sacrificed the _____ _____to _____.
5. The hero Jason many years later tried to capture _____ _____ _____.
6. The king of the gods was _____.
7. Jupiter fell in love with a woman named _____.
8. To carry Europa off Jupiter assumed the disguise of a _____.
9. The bull was made a constellation by _____.

Lectio 4

Objectives

1. To introduce the following English derivatives orally: signet, signification, consign, insignia, signify, design, resign, designate, ensign, signature significant, significance

2. To review the song presented in the previous lesson

Activities

1. Start class by saying Cantemus Carmen: Signum meum est Aries. This song should be used often as a change of activity from this point on.

2. Tell the students that they will now learn some English words that come from the Latin word Signum. Have students echo the derivatives chorally and individually. Ask what each of these words means and have it explained in terms of its Latin root. Where necessary supply information quickly. Avoid writing the English word on the board until the students have echoed it several times. Construct the following chart on the chalkboard.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
signet	signum "sign"	a small seal
signification	" "	a meaning, sense
consign	" "	hand over, deliver
insignia		medals, badges, or other distinguishing marks for a position
signify	" "	to mean
design	" "	a drawing, plan, or sketch made to serve as a pattern from which to work
resign	" "	to quit
designate	" "	to mark out, pointout

ensign	signum - "sign"	flag, banner, a navy officer below lieutenent
signature	" "	a person's name written by himself
significant	" "	full of meaning, important
significance	" "	importance, consequence

3. Have the students copy this chart into their Latin notebooks.

4. Have the students answer the following questions or fill in the blanks in writing based on the chart. Either distribute the questions in rexographed form or have them copied from the chalkboard.

   a. A small seal is found on a _____ ring.

   b. Dictionaries explain the _____ of words.

   c. Army officers wear special _____.

   d. Convicts sometimes are _____ to hard labor.

   e. Words usually _____ something.

   f. When a person quits a job, he _____.

   g. Clothes are made from a _____.

   h. The mayor of Philadelphia is _____ in an election.

   i. The _____ of the United States is red, white, and blue.

   j. A _____ is necessary on a check.

   k. The teacher's words are usually _____.

   l. School has _____ for most students.

Lectio 5

Objectives

To introduce the mythological background on Gemini and Leo

Activities

1. Show the visual cues for Leo and Gemini and elicit the appropriate Latin dialogue chorally (Quis est? Leo est. Qui Sunt? Gemini Sunt.)

2. Show the picture of the Temple of Castor and Pollux in the Roman Forum from the Historical Reconstructions of Rome. Explain that this great and beautiful temple was named for the Gemini, Castor and Pollux. Explain that Gemini means "twins." Gemini, the sign of the Zodiac, is usually thought to be named for the twin sons of Jupiter and Leda named Castor and Pollux. Have the students echo the proper names Jupiter, Leda, Castor, and Pollux. Tell the students that these two brothers participated in many adventures, such as the quest for the Golden Fleece. The two brothers loved each other greatly and when Castor was killed in an argument about some oxen. Pollux could not be consoled. Jupiter finally put both of them in the sky as stars to guide ships.

3. Ask the students if anybody ever heard of Hercules. Explain that Hercules was a great hero who once killed a lion from a place called Nemea in Greece. This lion had skin that was proof against iron, bronze and stone. Hercules choked him to death. To commemorate Hercules's bravery, Jupiter put the constellation Leo - which means "lion" in the sky. Hercules made the lion's skin his trademark and almost always wore it.

4. Distribute the following reading material. Have pupils read this in silence and answer the questions. With classes that have difficulty with reading the teacher may read through the material once while the pupils follow along. In general collect the material. Answers to questions should be written on separate paper and checked by the teacher.

Gemini the Twins

Castor and Pollux were the twin sons of Jupiter. These two brothers loved one another very much. They participated in many adventures, including the quest for the Golden Fleece. They were said to live half of their time on earth and half in heaven.

Castor had an argument with a man about some oxen and was killed. Pollux asked Jupiter if he could be reunited with Castor. Jupiter made both of them stars in the sky to guide ships. There is a famous temple in the Roman Forum dedicated to Castor and Pollux.

Leo the Lion

Once there lived a lion in a place called Nemea in Greece. This lion could not be wounded and was greatly feared by everyone.

The great hero Hercules was assigned the job of killing the lion. This task was one of the 12 Labors of Hercules. Hercules finally killed the lion by choking him to death.

Columns from the Temple of Castor and Pollux at Rome.

He took the lion's skin and made a costume for himself out of it. Jupiter commemorated the bravery of Hercules by **placing the constellation Leo ("Lion") in** the sky. Copy and fill in the following statements.

1. Castor and _____ were the twin sons of Jupiter.

2. One of the adventures that Castor and his brother participated in was_____.
3. Castor was killed in an argument with a man about some _____.
4. Pollux was very sad over the death of his brother and asked if he could be_____ with him.
5. When Castor and Pollux were made into stars their function was to _____.
6. A famous temple in the _____ _____ with 3 great columns remaining is the Temple of Castor and Pollux.
7. The Nemean lion was _____to death by Hercules because it could not be wounded.
8. The _____ _____became Hercules' trademark.
9. Killing the Nemean lion was one of the _____ _____ _____ _____.
10. The constellation Leo commemorates the _____of Hercules.

Lectio 6

Objectives

1. To introduce the following Latin dialogue:

Quem videt aries?	Whom does the ram see?
Aries taurum videt.	The ram sees the bull.
Quem videt taurus?	Whom does the bull see?
Taurus cancrum videt.	The bull sees the crab.
Quem videt cancer?	Whom does the crab see.
Cancer leonem videt.	The crab sees the lion.
Quem videt leo?	Whom does the lion see?
Leo scorpionem videt.	The lion sees the scorpion.
Quem videt scorpio?	Whom does the scorpion see?
Scorpio capricornum videt.	The scorpion looks at the goat.

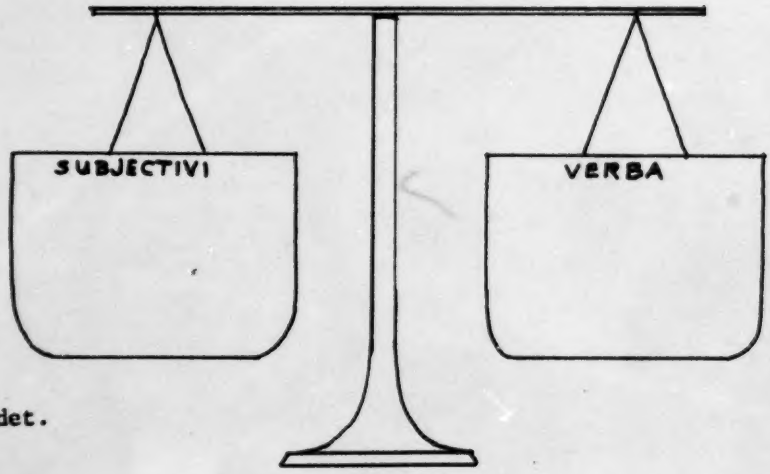
2. To introduce the distinction between subjects, objects, and verbs

Activities

1. Using the appropriate visual cues (a ram looking at a bull, a bull looking at a crab, a crab looking at a lion, a lion looking at a scorpion, a scorpion looking at a goat) introduce the above dialogue audio-lingually. Have the students repeat the statements Aries taurum videt, Taurus cancrum videt, etc., chorally at least 6 or 7 times to assure mastery. Point to appropriate figures on the cue cards to encourage comprehension.

2. Put the following sentences on the board: ARIES TAURUM VIDET. THE RAM SEES THE BULL. Ask the students if they can identify the subject, object, and verb of the English sentence. If they cannot, explain that the subject is the doer of the action or the person or thing spoken about, the verb is the action word or word that expresses being, and the object is the receiver of the action. Label the parts of the English sentence appropriately. Explain that in Latin endings on words indicate subject, object, or verb. Many times (but not always) -S signals the subject, -M the object, and -T the verb.

3. Distribute in rexographed form the following pattern practice game or have students copy it from the chalkboard. In the following sentences pick out all the subjects and verbs. Load the subjects into the side of the Libra scale marked SUBJECTIVI. Load the verbs into the other side marked VERBA the two sides of the scale should balance.



1. Aries taurum videt.
2. Taurus cancrum videt.
3. Cancer leonem videt.
4. Leo scorpionem videt.
5. Scorpio capricornum videt.
6. Aries est.
7. Libra est.
8. Virgo est.
9. Gemini sunt.
10. Pisces sunt.

Now go back to the sentences and pick out the objects. Put the objects into the horns of Aries the Ram. Note that not every sentence contains an object.

Lectio 7

Objectives

To introduce the following derivatives and cognates connected with the names of the signs of the Zodiac: taurine, torero, toreador, gemination, Project Gemini, cancerous, leonine, virginal, piscine, piscivorous, sagittal

Activities

1. Tell the students that today they are going to learn some English words that come from the names of some of the signs of the Zodiac. Approach the following derivative chart in the usual fashion (see the earlier Lectio in this unit dealing with derivatives if necessary).

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
taurine	Taurus "bull"	bull like
torero	"	a bull fighter who fights on foot
toreador	"	bull fighter who fights on horseback

gemination	gemini "twins"	a doubling, a repetition
Project Gemini	"	the name of a space project
cancerous	cancer "crab"	infected with the disease cancer
leonine	leo "lion"	lion-like
virginal	virgo "maiden"	pure, fresh
piscine	pisces "fish"	fish-like
piscivorous	pisces "fish"	fish eating
sagittal	sagittarius "archer"	shaped like an arrow

2. Have the students copy this chart into their Latin notebooks.

3. Have the students answer the following questions in writing based on the chart. Either distribute the questions in rexographed form or have them copied from the chalkboard.

   a. What would it mean if someone said you had a taurine appearance?

   b. What is the difference between a torero and a toreador?

   c. If a scientist said he studied the gemination of a plant, what would he be studying?

   d. What is a cancerous tumor?

   e. If a poet spoke about a virginal forest, what would he mean?

   f. What is a leonine personality?

   g. Would a person with a piscine face usually be considered very attractive? Explain.

   h. Is a cat piscivorous? Explain.

i. What would a sagittal shaped building look like?

Lectio 8

Objectives

1. To introduce the mythological stories associated with Scorpio and Sagittarius

2. To introduce the following Latin dialogue:

Quis est?	Who is this?
Equus est.	This is a horse.
Quid agit scorpio?	What is the scorpion doing?
Scorpio equum mordet.	The scorpion bites the horse.

Activities

1. Show the cue card with Phaethon driving the sun chariot across the sky and a scorpion biting one of the horses. Ask the students if anyone remembers the story of Phaethon. If not you may show the filmstrip Apollo and Phaethon from the Jam Handy series or tell the story in the following terms:

Each morning the goddess of dawn, Aurora, lifted the veil of night. Then Apollo started his trip across the sky driving the fiery chariot which carried the sun. When he started his trip it was sunrise. When he finished, it was sunset. On earth Apollo has a son named Phaethon. One day after some of his friends refused to believe that Phaethon had Apollo as a father, Phaethon climbed up Mt. Olympus and asked Apollo to acknowledge him as his son. Apollo swore by the River Styx to give the boy anything he wished. Phaethon wanted to drive the sun chariot. Apollo finally agreed. Phaethon did not know how to drive the chariot. He took the sun too close to earth. He ran the chariot too near the constellation Scorpio. The scorpion bit one of the horses and caused the chariot to go still more out of control. Jupiter threw a thunderbolt at Phaethon to knock him out of the chariot and stop the scorpion from biting. The horses then were able to put the sun chariot back into its proper course. Phaethon fell into a river and even today sun lingers a little in memory of Phaethon when it passes over water.

2. Introduce the brief Latin dialogue in the usual fashion using the cue card.

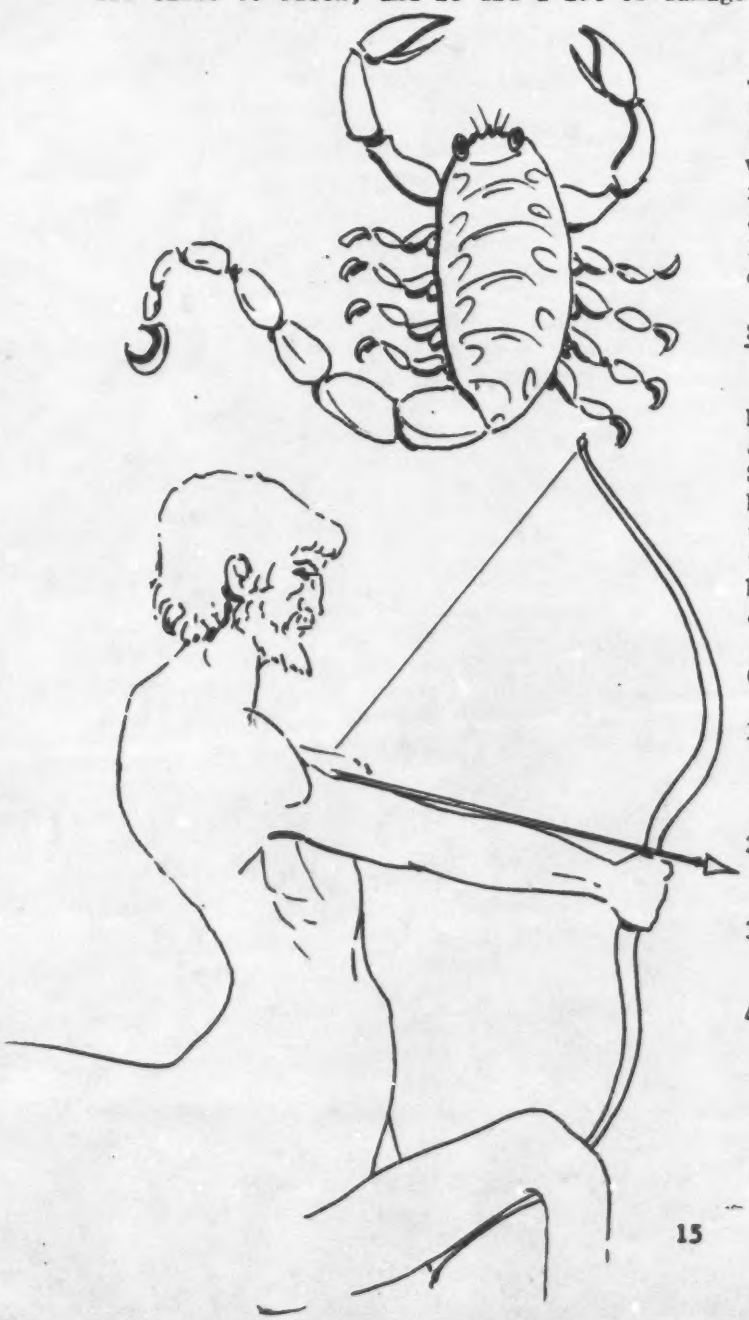
3. Show the cue for Sagittarius. Point out that Sagittarius was a centaur, i.e., half man and half horse. Have the students echo the term centaur. Explain that Sagittarius had raised some important heroes like Jason, Achilles, and Aeneas. Have the students echo the proper names and have the names identified briefly.

4. Distribute the following reading material. Have the students read this in silence and answer the questions. With classes that have difficulty with reading the teacher may read through the material once while the pupils follow along. In general collect the material. Answers should be written on separate paper and checked by the teacher.

Scorpio

After the goddess of the dawn lifted the veil of night from the sky, Apollo would start his trip across the sky driving the fiery chariot which carried the sun. When he started his trip it was sunrise. When he finished it was sunset.

On earth Apollo had a son named Phaethon. One day Phaethon climbed up Mt. Olympus and asked Apollo to acknowledge him as his son. Apollo swore to give the boy anything he wished. Phaethon wanted to drive the sun chariot and Apollo finally agreed. Phaethon did not know how to drive. To make matters worse, the scorpion in the sky bit one of the horses and caused the chariot to go still more out of control. The sun was brought too close to earth, and it did a lot of damage.



Jupiter threw a thunderbolt at Phaethon to knock him out of the chariot and stop the scorpion from biting. The horses were then able to put the sun chariot back in its proper course. Phaethon fell into a river and even today the sun lingers a little in memory of Phaethon when it passes over the water.

Sagittarius

Sagittarius was a centaur, that is, he had the head of a man and the body of a horse. Besides being a constellation, Sagittarius was also famous because he helped raise Jason, the hero who went after the golden fleece. He also raised Achilles the Greek hero who died from a wound in his heel, and Aeneas, the Trojan prince whose descendants founded the city of Rome.

Copy and fill in the following statements.

1. When Apollo starts his trip with the sun chariot across the sky it is _____.
2. When he finishes the trip it is _____.
3. Phaethon visited his father Apollo on _____.
4. Phaethon wanted to drive the _____ _____ even though he did not really know how to drive.

5. Phaethon ran the sun chariot into the constellation _____ and it bit one of the horses.

6. Jupiter threw a _____ at Phaethon to knock him out of the chariot and prevent further damage to the earth.

7. When the scorpion stopped biting the _____ returned the sun chariot to its proper course.

8. A centaur is half man and half _____.

9. Sagittarius helped to rear _____, _____ and _____.

10. Aeneas was a _____ prince whose descendants founded the city of Rome.

Lectio 9

To introduce our review subject/object forms of nouns in this unit

Activities

1. Using the appropriate cue cards review the Latin dialogue presented in Lectio 6 of this unit.

2. Tell the pupils that they will now say the subject and object forms of words they have used in this unit. The subject form will come first. Have the class echo chorally and use such directions as Magna voce!, Lente!, Submissa voce! and Celeriter! as appropriate.

aries, arietem
taurus, taurum
cancer, cancrum
leo, leonem
virgo, virginem
scorpio, scorpionem
capricornus, capricornum
sagittarius, sagittarium
aquarius, aquarium
libra, libram
equus, equum
signum, signum

3. Put the forms on the board and have them copied into the Latin notebooks of the students.

4. Distribute the following practice material and help students individually as necessary.

Directions:

From your list of subject and object forms fill in the blanks. Be sure that you use the correct ending. Keep in mind that a sentence frequently has a subject, an object, and a verb and that word order doesn't matter.

a. Leo ar _____videt.

b. Cancer can _____videt.

c. Scor_____arietem videt.

d. Sagittarius lib_____videt.

e. Eq_____leonem videt.

f. Capricornus aquar_____videt.

g. Taurum le_____videt.

h. Cancrum sagittar_____videt.

i. Aries lib_____videt.

j. Lib_____aries videt.

Fill in the blanks with correct subject or object form:

a

Leo est.

Leo _____videt

b

Virgo est._____

Virgo non videt.

c

_____est.

Libra _____non videt.

d

Aries est.

Aries _____videt.

e

Cancer est.

Cancer _____non videt

f

Taurus est.

Taurus _____videt.

g

_____est.

Sagittarius_____videt.

h

Scorpio est.

Scorpio _____ non videt.

i

_____est.

Capricornus_____videt.

j

Aquarius est.

Aquarius _____non videt.

Lectio 10

Objectives

1. To introduce the following Latin proverb:

Ad astra per aspera.	To the stars through difficulties

2. To introduce the following English derivatives and cognates: astronaut, astronomy, astrology, Astrodome, Astroturf, astrophotography, asteroid, astral, Astros, asterisk, astrophobia

Activities

1. Tell the students that today they will learn a Latin motto dealing with the stars that is thousands of years old. Ask the students what a motto is. Mention some examples like the coke motto ("It's the real thing") and Schmidt's ("Tell the world you know what you're doing"). Mention, if necessary, that a motto is a brief sentence adopted as a rule of conduct. Explain that many of the 50 states have Latin mottoes and that the motto dealing with the stars is the motto of the state of Kansas. Have Kansas located on the map if possible. Tell the students that the motto means in English "To the stars through difficulties" and then pronounce the motto in Latin: Ad astra per aspera. Have the pupils echo chorally several times.

2. Ask for possible interpretations or explanations of this motto. Some are:

   a. One reaches great heights only through hard work.

   b. In hard times one should look to heavenly guidance.

   Ask the students if they think this is an appropriate motto for students and for a state such as Kansas.

3. Have students sing the motto to the tune of Auld Lang Syne:

   Ad astra per aspera.
   Ad astra per aspera .
   Ad astra per aspera.
   Ad astra per aspera.

4. Approach the following derivative chart in the usual fashion and have students copy it.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
astronaut	astra "stars"	a person trained as a member of a space crew
astronomy	" "	scientific study of the stars
astrology	" "	study of the influence of the stars on human affairs
Astrodome	" "	a sports stadium in Houston
Astroturf	" "	artificial grass
astrophotography	" "	photography of the stars
asteroid	" "	a small heavenly body
astral	" "	pertaining to stars
Astros	" "	National League baseball team from Houston
asterisk	" "	a small star-like mark
astrophobia	" "	fear of stars

Lectio 11

Objectives

1. To review derivatives presented in preceeding Lectio
2. To review the motto Ad astra per aspera
3. To introduce the following derivatives: ad hoc, ad rem, ad hominem, asperity, aspersion, per cent, per annum, per diem, per

Activities

1. Say Cantemus Carmen: Ad astra per aspera and have students sing through the song several times

2. Approach the following derivative chart in the usual fashion. Have pupils copy it.

ENGLISH WORD	LATIN ROOT	MEANING OF ENGLISH WORD
ad hoc	ad "to"	to this purpose, special
ad rem	" "	to the matter, pertinent
ad hominem	" "	to the man, personal, appealing to personal prejudice rather than intellect
asperity	aspera "difficulties"	roughness, harshness
aspersion	" "	a damaging criticism
per cent	per "through"	by the hundred
per annum	" "	by the year
per diem	" "	by the day
per	" "	through, by

3. Distribute the following questions and have students respond in writing.

   a. Is an ad hoc committee one with a special purpose and limited time span, or an on going one with many general purposes?

   b. Are comments that students make always ad rem? Explain.

   c. Are ad hominem arguments frequently used in persuading people? Explain.

   d. Does your teacher speak frequently with great asperity? Explain.

   e. If your teacher told your parents how studious and mannerly you are, would he be casting aspersions on your character?

f. If 50% of the class were absent how many would be absent?

g. True or False: Income taxes are paid on a per annum basis.

h. When your teacher is absent do you usually have a per diem substitute?

i. What does it mean to get approval per the principal?

Lectio 12 (Unit Review)

Objectives

1. To review all the Latin utterances presented in this unit:

Salvete, discipuli!	Salve, Magister.
Quis est?	Aries est.
	Taurus est.
	Cancer est.
	Virgo est.
	Leo est.
	Aquarius est.
	Scorpio est.
	Sagittarius est.
	Capricornus est.
Qui sunt?	Gemini sunt.
	Pisces sunt.
Quid est?	Libra est.
Quid est signum tuum?	Signum meum est_____
Quem videt aries?	Aries tarum videt.
Quem videt taurus?	Taurus cancrum videt.
Quem videt cancer?	Cancer leonem videt.
Quem videt leo?	Leo scorpionem videt.
Quem videt scorpio?	Scorpio capricornum videt.
Quis est?	Equus est.
Quid agit scorpio?	Scorpio equum mordet.
Ad astra per aspera.	

2. To review the distinction between the subject and object.

3. To highlight cultural material presented in this unit.

Activities

1. Using the appropriate visual cues,go through the Latin utterances chorally with the students.

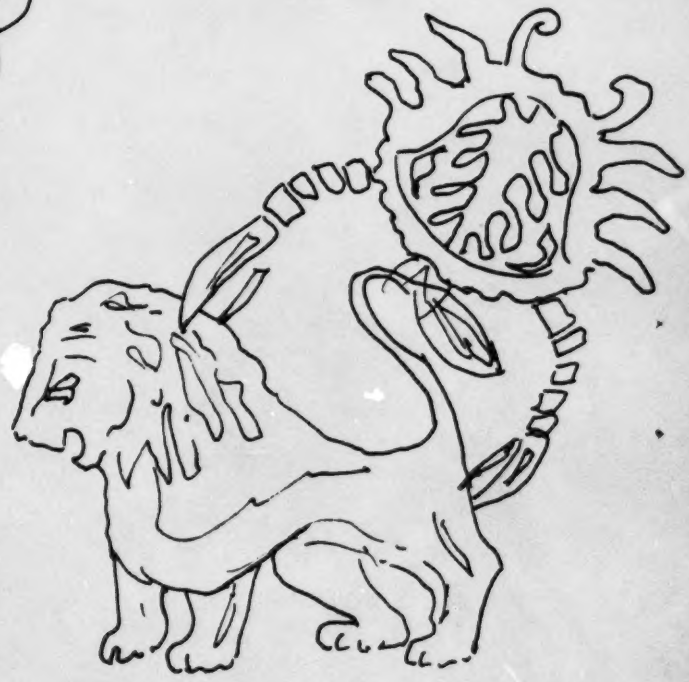
2. Distribute the following review practice material.

Review Practice

1. In many sentences the subject is the doer of the action, the verb is the action word, and the _____ is the receiver of the action.

2. In Latin endings on words frequently indicate subject, verb, and object. Many times -S signals the subject, -M the object and -T the _____.

3. In each of the following pictures you have an animal seeing and biting another animal. Describe each picture in Latin by filling in the blanks.



a. Scorpio t_____videt.

b. S_____taurum mordet.

c. Cancer l_____videt.

d. C_____leonem mordet.

4. The Golden Fleece, from Aries the Ram, was captured by the hero J_____.

5. Jupiter disguised himself as a b_____ when he carried off Europa.

6. The Temple of Castor and Pollux in Rome was named for the G_____.

7. The hero who killed the lion from Nemea was H_____.

8. When Phaethon was driving the sun chariot across the sky the horses were bitten by S_____.

9. A creature that is half man and half horse is called a c_____.

10. Write the Latin motto which means in English "To the stars through difficulties" A_____ _____ _____ _____.

Lectio 13 (Unit Review)

Objectives

To review all derivatives and cognates presented in this unit: signet, signification, consign, insignia, signify, design, resign, designate, ensign, signature, significant, significance, taurine, torero, toreador, gemination, Project Gemini, cancerous, leonine, virginal, piscine, piscivorous, astronaut, astonomy, astrology, Astrodome, Astroturf, astrophotography, asteroid, astral, Astros, asterisk, astrophobia, ad hoc, ad rem, ad hominem, asperity, aspersion, per cent, per annum, per diem, per

Activities

1. Have students echo chorally all of the derivatives and cognates once or twice.

2. Distribute the following word games.

WORDGAME #1

Dennis the Menace is trying to use a lot of our English derivatives. Help him use them correctly by crossing out the incorrect word wherever necessary.

You want to know, Margaret, if Dennis is interested in (astrophotography - consign)?
Margaret has a (leonine - taurine) personality. She roars like a lion.
You shouldn't speak about Margaret with such great (asperity - insignia)
I'm going over to her place to cast some (aspersions - Astroturf) on her.
I'd like to make Margaret an (astronaut - ad hoc) and send her to the moon.

Come in Dennis.
This house has a (piscine-sagittal) odor. Are you cooking fish?
It's my new perfume. I got it near the (Astrodome - asteroid) in Houston.
It suits your (piscivorous - designate) personality.
I also bought this sweater. Since bull fighters wear it it's called a (asterisk - toreador) sweater.
It looks like the (ensign-astral) of a sinking ship.
Dennis, your remarks are not really (ad rem - signet).
Yes but that's not reason to make (ad hominem - per diem) attacks on my personality!
I also carried home this small sample of (Astroturf - germination)
Wow! That's cool. It has a nice (design - astrophobia)
She never did talk to me about (astrophotography - signature).
RUFF!!

WORDGAME #2

Mammy Yokum's famous corncob pipe is nice but it causes a lot of pollution with its puffs. Each puff can be removed by inserting the proper derivative in it from the list provided.

1- Fear of the stars is called _____

2- A little heavenly body is called an _____

3- A _____ tumor is often fatal.

astrophobia
astronomy
astrology
per diem
virginal
asteroid
ensign
signify
cancerous
torero
gemination
resign
insignia
signature
signet

4- A bull fighter who fights on foot is called a _____

5- Poets speak the beauty of _____ or unpolluted forests.

6. The doubling or duplication of a leaf or flower may be called _____

10- An employee hired on a day by day basis is called a _____ employee.

9- To give up your job is to _____

7- Scientific study of the stars is called _____

8- Study of the influence of the stars on human affairs is called _____

13- The Canadian flag is sometimes called an _____

11- Medals and badges that mark a certain position are called _____

12- Banks require your _____ when you deposit or withdraw money.

14- A small seal is a _____

15- Dictionaries tell us what words _____

WORDGAME #3

Snowflakes and derivatives are falling on Snoopy and Good ol' Charlie Brown is worried that the derivatives might hurt Snoopy. Help Charlie Brown get the derivatives out of the sky and into their proper sentences below. Cross out each sky derivative after you insert it in a sentence.

1. The Houston _____played in Philadelphia.
2. A phase of the U.S. space program was called _____.
3. An arrow shaped leaf could be described as _____.
4. For most people love and friendship have great_____.
5. Dictionaries explain the _____of words.
6. To hand over someone to prison is to _____him there.
7. A restaurant on Lombard St. with stars in its decoration scheme is called the _____Plane.
8. An important remark may also be described as _____.
9. A special committee to study the habits of students in this school would be called an _____ _____.

10. A small star-like mark (*) is called an_____.

11. A large _____ _____ of peoples' salaries go to pay taxes.

12. Promotion in this school is once a year or once _____ _____.

13. When you sign someone else's name at his request you usually write_____ after it and then your initials.

14. People with bull-like personalities may be described as_____.

15. Students in this school don't usually get to _____their teachers.

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(Form FL 75)

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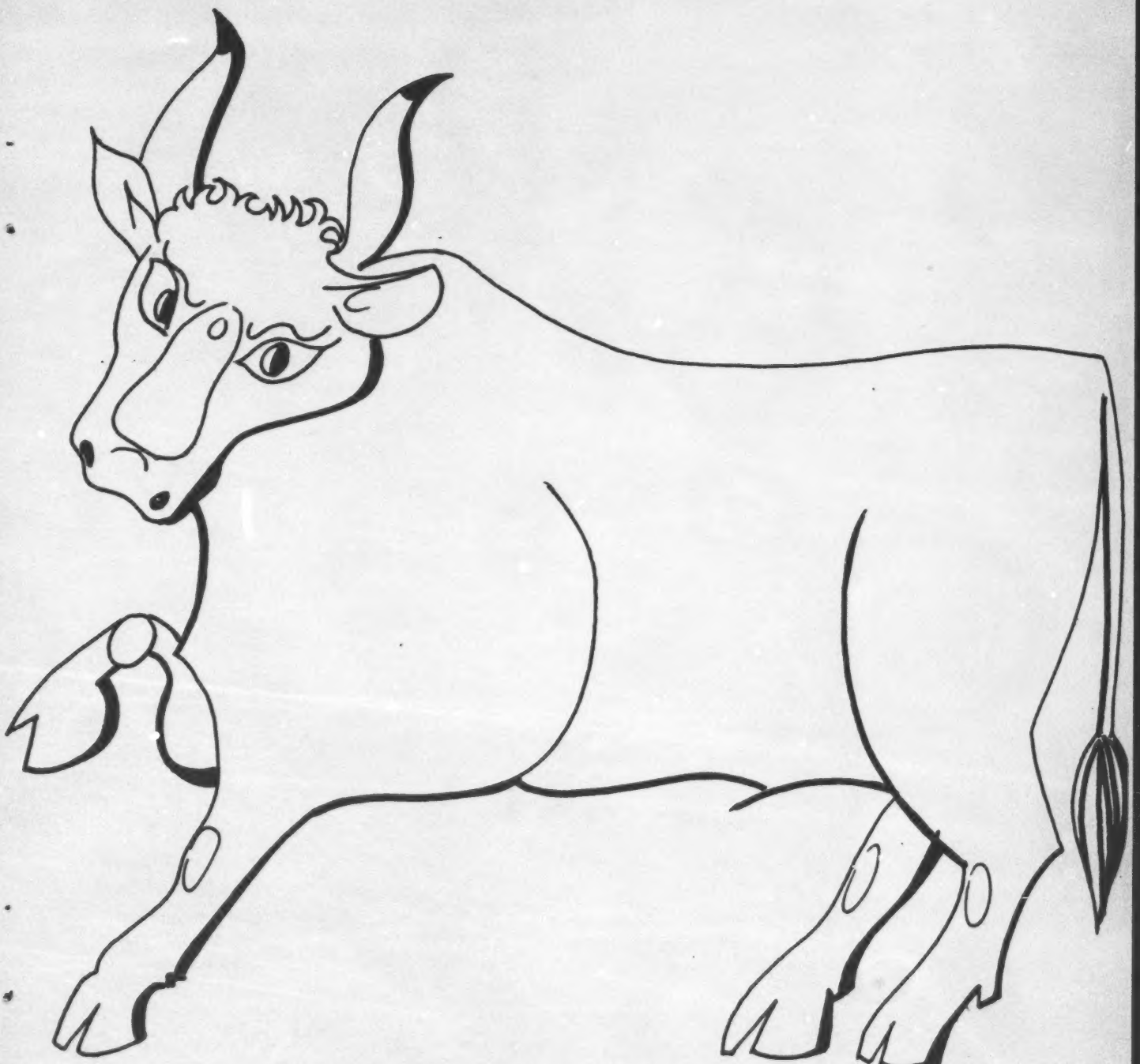
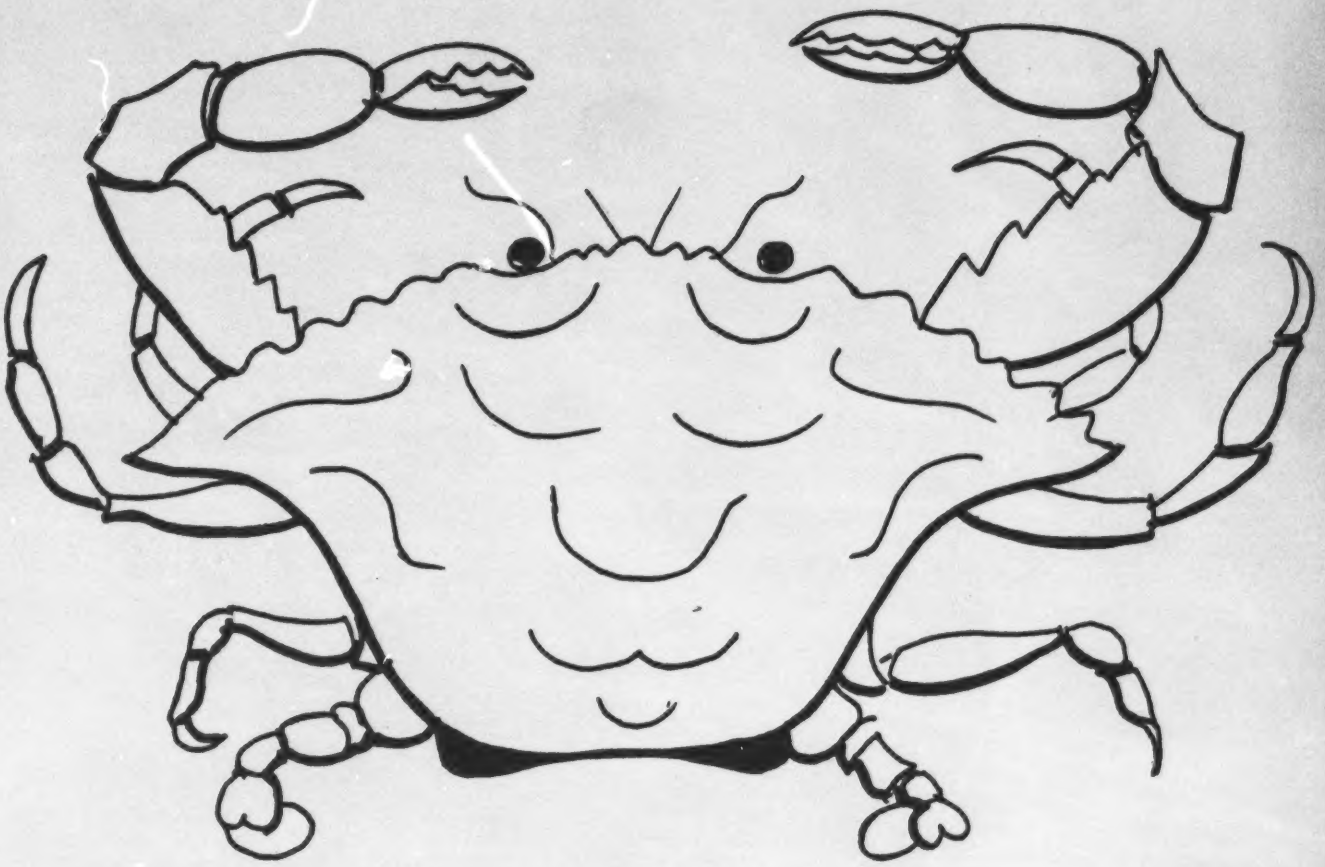
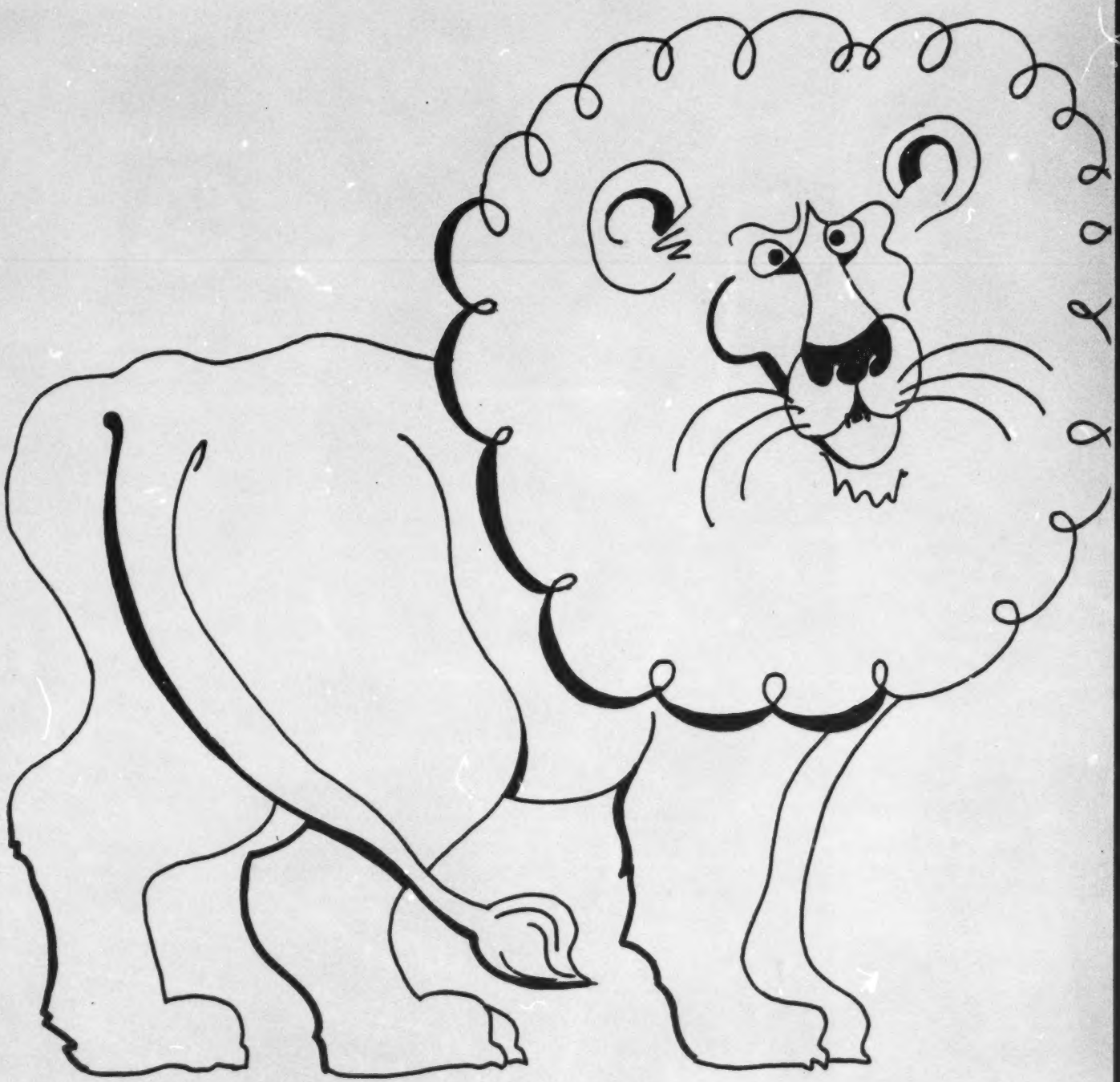
VISUAL CUES TO ACCOMPANY

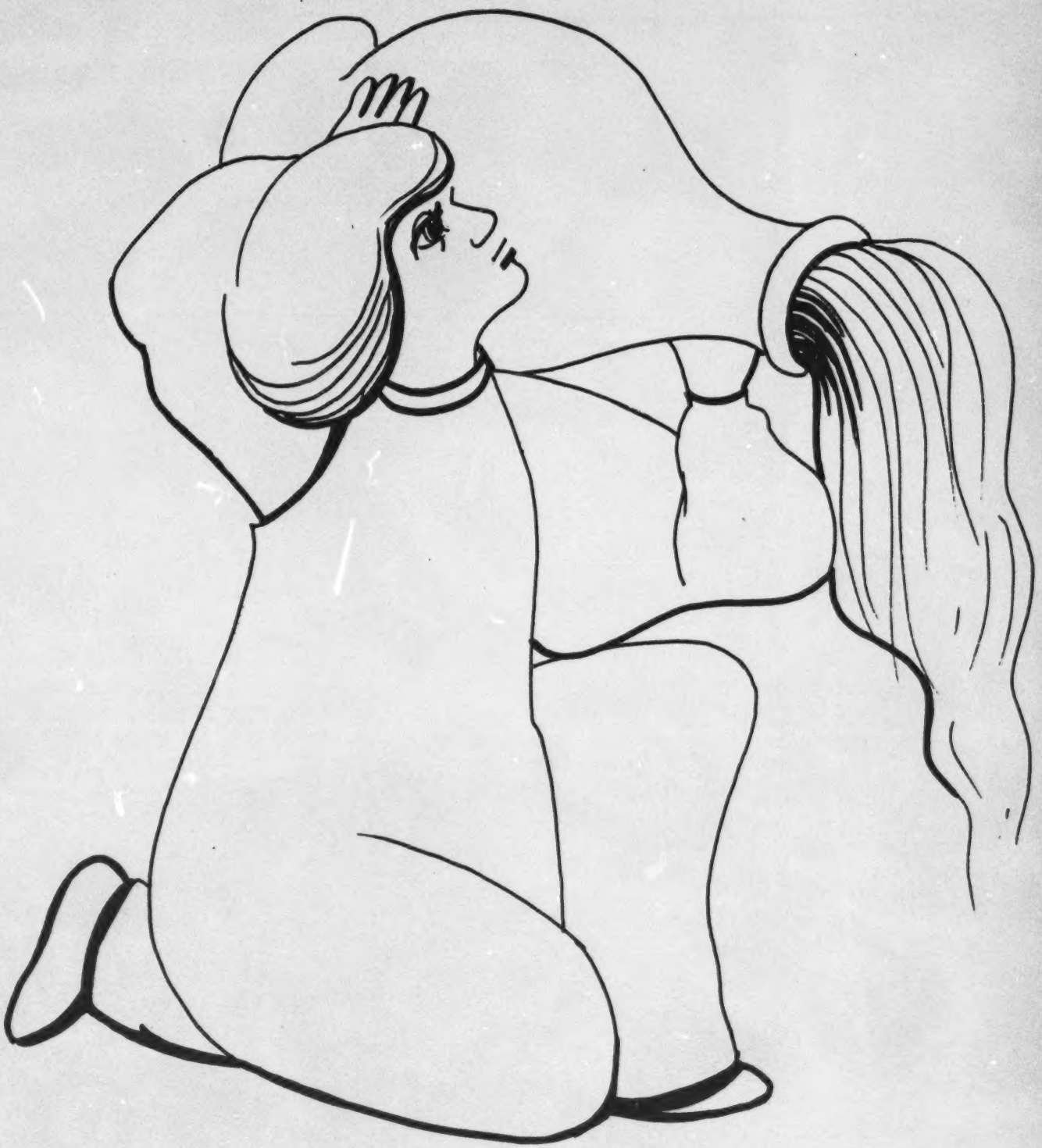
STAR TREK WITH LATIN

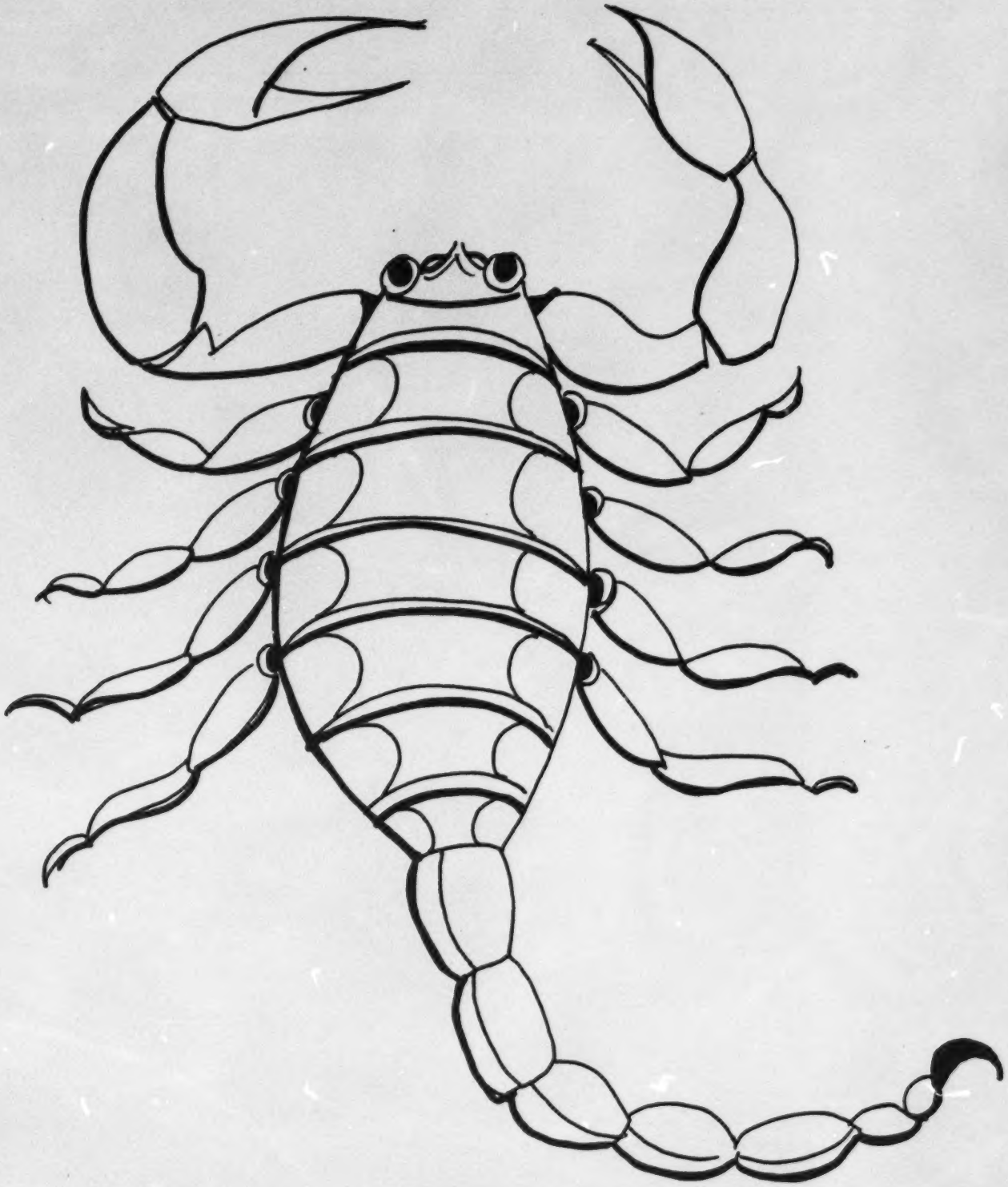
Notandum: It is suggested that the Visual Cues which follow be removed from the book carefully and mounted for classroom use. Some teachers find it convenient to write the appropriate Latin dialogue on the reverse side of each card for ready teacher reference. Teachers may also want to have pupils color in the cards for better visibility.

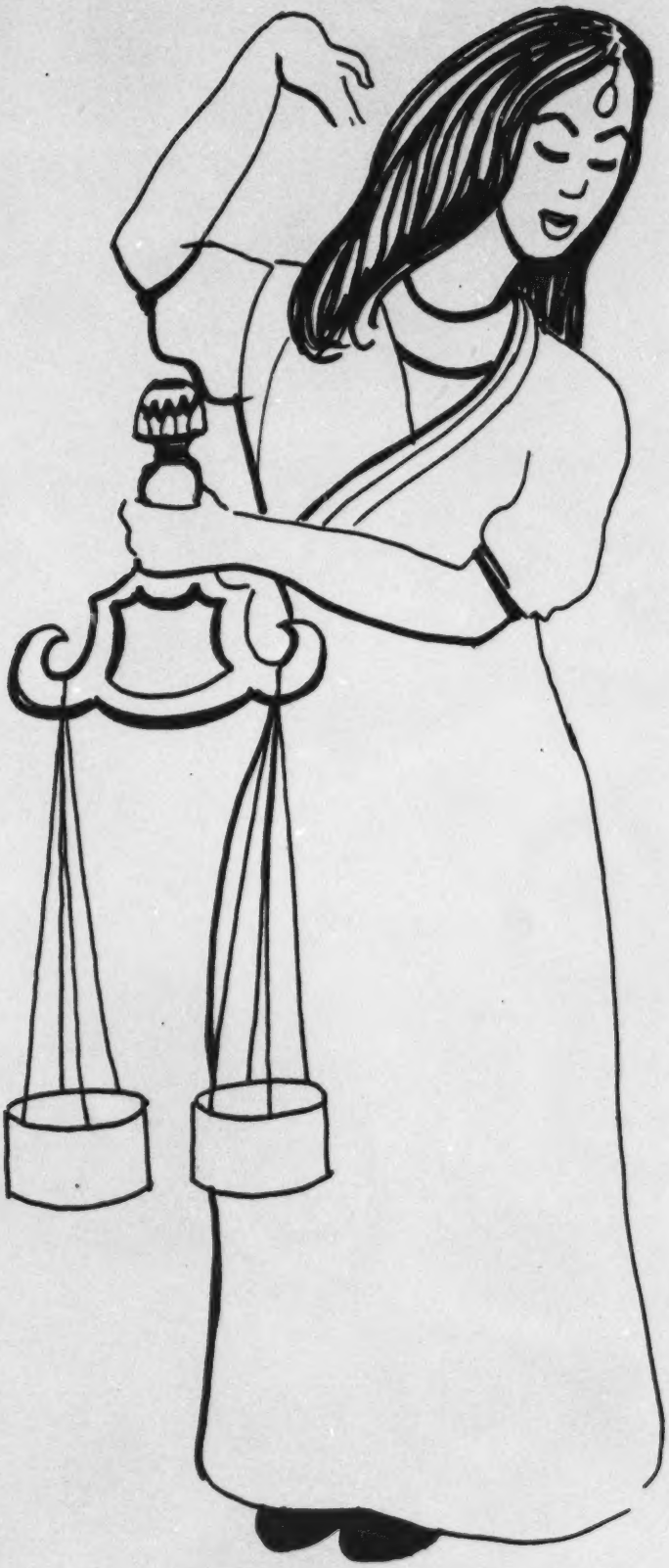












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